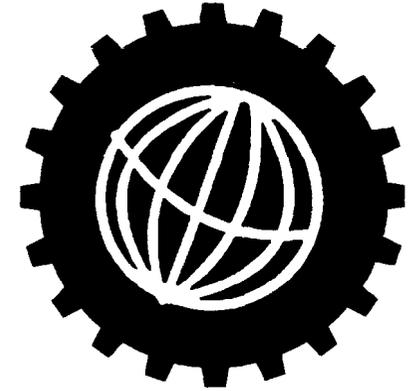


II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)



K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do groups to which people belong relate to and interact with governments? How do governments affect those groups?
- How do a society's distinctive characteristics — values and beliefs in its *political culture*, *the nature* and extent of its cultural diversity, etc. — affect its system of governance? Do those characteristics serve to advance or hinder democratic patterns and practices?
- What issues pertaining to relationships between groups and governments have confronted and continue to confront the people of this and other nations? How might/should they be resolved?

From infancy throughout life, individuals participate in many groups, which, while affected by law, are not part of the government. Those groups, which include families, school classes, clubs, religious groups, service organizations, and businesses, constitute *civil society*. because those groups meet important human needs, they **are** manifested in different cultures and persist over time.

The focus of this strand is on how civil society and government relate to and affect one another. For example, how do the institution of family or church and the institution of government affect one another, and how do a society's distinctive characteristics and its political system influence one another? Study of history and current events reveals that there are many variations in such relationships between civil society and government, some of which are compatible with the democratic ideals, others of which are not. because citizens in our political system have the right to influence the government and government decisions affect private groups and society at large, responsible citizenship requires that individuals inform themselves about how civil society and government relate to each other, evaluate those relationships in light of democratic values, and make their own reasoned decisions with regard to specific manifestations of such issues.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What forms of human diversity are found in the community, state, and nation? Why is there so much diversity in the United States? (SS2; SS6; SS7)
2. How may diversity be beneficial in groups, communities, and nations? (SS6)
3. How does diversity sometimes lead to problems, such as discrimination, misunderstandings, and conflict? (SS2; SS6; SS7)
4. How does sharing some values, like respect for the rights of others and concern for the common good, help to prevent conflicts in places where there is much diversity? (SS1; SS3; SS6; SS7)
5. What are some good ways for preventing and managing conflicts resulting from diversity? (SS1; SS6)

What All Students Should Be **Able To** Do

As students address the Guiding Questions, they should use and refine the following skills:

- a. develop questions to initiate research (1.1)
- b. conduct research, **including field inquiries** in the local community to answer questions and discover patterns and relationships (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate, select, and organize information (1.4)
- d. interpret information from sources (such as, stories, videotapes, books, computer software, and direct observations) (1.5)
- e. evaluate the accuracy of information and the reliability of sources (1.7)
- f. organize information in ways that are useful for analysis and presentation (1.8)
- g. apply information, ideas, and skills to school, community, and everyday life. (1.10)
- h. plan and make presentations (2.1)
- i. exchange ideas in class discussions (2.3)
- j. identify and describe problems (3.1)
- k. develop, apply, and evaluate strategies used for solving problems (3.2, 3.3, 3.4)
1. understand and apply the rights and responsibilities of citizenship (4.2)

Sample Learning Activities

- Using themselves and parents as resources, have students investigate the multi-cultural diversity within their class. Encourage students to ask and seek answers to questions about culture and customs like food, clothing, and celebrations.
- Collect and make a collage of photographs that **demonstrates** diversity in the local community.
- After working in a group to do a challenging task, such as produce a play, identify the variety of individual talents in the group that, when combined, **enabled** the group to be successful. Then, contribute ideas in a discussion about how the classroom community is enriched by the **diversity** of its students.
- Use some simplified form of parliamentary procedure to discuss and make a decision with regard to an issue in the classroom. Then, explain how the discussion was helped by having such shared values and ground rules as these: respect for others, willingness to follow rules and take turns, commitment to listen to the ideas of others, and the practice of courtesy

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	<p>m. analyze the duties and responsibilities of individuals in communities (4.3)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>o. recognize and practice honesty and integrity in academic work (4.4)</p>	

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for USE in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. What are some <i>distinctive characteristics of Americans and their society</i>? How may those characteristics be compared to those found in another society? (SS6; SS7) 2. How do characteristics of a society and its people affect the society's government and politics? (SS2; SS3; SS6; SS7) 3. How may diversity benefit a society and also serve as a source for conflict? (SS2; SS6; SS7) 4. How might conflicts caused by diversity be resolved peacefully? (SS1; SS3; SS6; SS7) 5. What ideals help define American identity? In what documents may those ideals be found? (SS1; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the <i>following</i> skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate and refine research (1.1) b. conduct research, including <i>field inquiries in the community</i>, to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (such as, documents, newspapers, videotapes, books, and direct observations. (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize information into useful forms for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts (1.10) h. plan and make presentations for a variety of purposes and audiences (2.1) i. exchange information and ideas while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Given a specific problem in a neighborhood, plan and carry out strategies to bring the problem to the attention of the city council or appropriate government agency. • Write letters to interest groups to find out their points of view on a specific issue. Then, use the research to compare the various points of view on the issue and present findings. • Identify and explain the advantages of having multiple points of view on an issue. • Construct a collage illustrating diverse groups and their contributions to the United States. • Using a variety of sources, investigate and report on issues pertaining to how various groups have been assimilated into the American culture or rejected during different historical eras. Identify causes and consequences of the various developments found in the investigation. • Evaluate how well newscasts inform the public on important social issues by measuring the ratio of "hard news" to "happy talk." • Design and carry out a field study to address the question, "What laws do members of my community find most important?" In carrying out the study, interview a variety of adults including parents, lawyers, judges, police officers, members of the clergy, farmers, factory workers, small business owners, and others. In a presentation to an audience of classmates, parents, or others from the community, explain how the study was carried out and what was learned from it.
<p>SOCIAL STUDIES 5-8</p>		

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>6. How and why are there disparities between American ideals and realities? How have individuals and groups tried to address them? (SS1; SS2; SS6; SS7)</p> <p>7. How do political decisions affect relationships among individuals and groups? (SS3; SS6; SS7)</p> <p>8. How do political parties and interest groups facilitate citizen participation in political processes? (SS3; SS6; SS7)</p> <p>9. How do individuals, groups, communications media, and governments interact with one another in this and other political systems? (SS6; SS7)</p>	<p>j. identify problems and define their scope and elements (3.1)</p> <p>k. develop, apply, and evaluate strategies used for solving problems (3.2; 3.3; 3.4)</p> <p>l. examine problems and proposed solutions from multiple perspectives (3.6)</p> <p>m. understand and apply the rights and responsibilities of citizenship (4.2)</p> <p>n. analyze the duties and responsibilities of individuals in communities (4.3)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>p. recognize and practice honesty and integrity in academic work</p>	

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do a society's distinctive characteristics affect its <i>political culture</i>, its political processes, and the issues confronting its people? (SS3; SS6; SS7) 2. How do relationships vary between <i>civil societies</i> and governments in different nations? (SS3; SS6; SS7) 3. What major social policy issues confront this and other societies and impact upon politics? What factors complicate simple resolution of those issues? How might the issues be resolved? (SS2; SS6; SS7) 4. How do laws and government policies affect civil society individuals, and groups? (SS3; SS6; SS7) 5. How do diverse groups, special interests, and organizations take 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate and refine research (1.1) b. conduct research, including field inquiries, to answer questions and evaluate information and ideas (1.2) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (such as, documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) (1.5) e. discover and evaluate patterns and relationships in information, ideas, and social arrangements (1.6) f. evaluate the accuracy of information and the reliability of sources (1.7) g. organize information into useful forms for analysis and presentation (1.8) h. apply acquired information, ideas, and skills to different contexts (1.10) i. plan and make presentations for a variety of purposes and audiences (2.1) 	<ul style="list-style-type: none"> • Compare relationships between institutions of <i>civil societies</i> and governments (between church and state, family and state, etc.) under democratic and totalitarian political systems. Then, write a story that contrasts life under each system. • Act out a scene from a book such as 1984 or <i>Animal Farm</i>, and discuss how the scene exemplifies living conditions under a totalitarian system. • Identify major changes that have occurred in the United States since the Constitution was ratified. Select one change to research and identify how it has affected the role of government. Create a news commentary reflecting how social conditions would be different today if the United States Government had responded differently to the change. • Based on study of one bill under consideration by Missouri's legislature or the United States Congress, make informed predictions on short- and long-term social ramifications of the bill for people's patterns of behavior, society's institutions, and the options of people who belong to various groups. • As a follow-up to the preceding activity, take an informed stand on the bill, and develop and carry out a plan to advocate for that position. Assess what was learned from the activity.

What All Students Should Know

What All Students Should Be **Able To** Do

Sample Learning Activities

- conflicting positions and use a variety of strategies in political processes? (SS3; SS6; SS7)
6. Why and are there discrepancies between the ideals and realities in American political and social life? Why have people taken conflicting positions with regard to those disparities? Why may simple solutions be illusive? (SS1; SS3; SS6; SS7)
7. Why do some groups in a society press for change, whereas other groups resist change? (SS3; SS6; SS7)

- j. exchange information and ideas while recognizing the perspectives of others (2.3)
- k. identify problems and define their scope and elements (3.1)
- l. develop, apply, and evaluate strategies used for solving problems (3.2, 3.3, 3.4)
- m. examine problems and **proposed** solutions from multiple perspectives (3.6)
- n. understand and apply the rights and responsibilities of citizenship (4.2)
- o. analyze the duties and responsibilities of individuals in communities (4.3)
- p. analyze issues and make decisions using *jurisprudential thinking* (Such thinking entails: determining the facts of the case; the relevance and credibility of factual claims; the meanings of terms and laws relevant to the case; the relevance of democratic values and constitutional principles; the relationships of those values and principles to one another; different points of view; and the probable consequences of decisions) (4.1 in combination with many of the skills/standards listed above)
- q. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- r. recognize and practice honesty and integrity in academic work

- Stage a debate organized around Madison’s argument in *Federalist No. 10* that the greatest protection against an oppressive “tyranny of the majority” comes in a large republic that has numerous factions that are competing for power. As an optional extension, debate one of these propositions: (a) At present in the United States pluralism is undermining democratic consensus and is creating a “tyranny of the minority” (b) At present in the United States well organized, well funded factions are undermining democratic consensus and are creating a “tyranny of the minority.”

II.B How Do Individuals **Relate To** and Interact with Groups? (Social-Cultural Perspective)



K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do people’s needs, interests, roles, and responsibilities change as they get older?
- How do social institutions, if functioning effectively, meet human needs in cultures?
- How do individuals learn to do things in the cultural contexts in which they live?
- How do cultures and social groups influence people’s thoughts, beliefs, and behavior?
- What are functions of leadership in groups? How do leaders influence other people?
- How does membership in several groups pose both opportunities and dilemmas for individuals?
- How and why do societies vary in their social structures?

From infancy throughout life, people the world over in this and other eras have belonged to and participated in many groups in the domains of family, religion, economics, education, politics, and other social organizations. They do so because groups can meet important human needs. Groups vary considerably. Some are informal and transitory without established rules (e.g., two people meet and converse on one leg of a short airplane flight). Others are institutions having established practices that are over a thousand years old (e.g., the Roman Catholic church). Another variation in groups is that in some groups membership is voluntary (e.g., school clubs, churches, and political parties or interest groups), whereas in other groups membership is “assigned” according to culturally-determined definitions (e.g., membership in a family in a racial group, in a caste, in a gender group, in nobility, and/or in serfdom).

Groups and institutions exert an enormous influence over people’s lives. Hence, it is important that students understand how they are formed, how they work, how they exert control and influence on people, how people exert control and influence on them, and how they may be judged. Because it is through groups that individuals may choose to strive for **self-fulfillment**, as well as for the betterment of their society, understanding of groups and skill in participating in them is essential in the citizenship education of Missouri students.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do people learn to do things? How can we improve our strategies for learning new things? (SS6; SS7) 2. How do people’s needs and responsibilities change as they get older? (SS6; SS7) 3. How do groups and organizations, when functioning properly, meet people’s needs? (SS6) 4. How do families, groups, and communities influence a person’s daily life, view of self, and personal choices? (SS6; SS7) 5. How are families, schools, and communities similar to and different from one another in this and other cultures? (SS6; SS7) 6. What do leaders do in different 	<p>As students address the Guiding Questions, they should use and refine the following skills:</p> <ol style="list-style-type: none"> a. develop questions to initiate research (1 .1) b. conduct research to answer questions and discover patterns and relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (such as, stories, videotapes, reference books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources (1.5; 1.7) e. apply information, ideas, and skills to home, community, and everyday life (1.10) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations (2.1) h. exchange ideas in class discussions (2.3) i. analyze the responsibilities of individuals in groups (4.3) j. recognize and practice honesty and integrity in academic work (4.4) k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) <ol style="list-style-type: none"> 1. identify and apply practices that preserve and enhance the safety and health of self and others (4.7) 	<ul style="list-style-type: none"> • Brainstorm a list of all the things you have learned to do. Interview family members, if possible, to find out when, where, and how you learned them and show on a timeline. • Have primary students make “Family Books” that tell how their families meet their needs and how they help to meet the needs of their families. • Have students take a holiday like Christmas or Hannukah or such events as birthdays or weddings and compare customs worldwide as to how these holidays or events are celebrated. • Plan an investigation of how the needs, interests, skills, and responsibilities of people change as they get older. Carry out the investigation and present findings through poster or other creative means. • Find, read, and/or listen to stories about children from another culture, such as Diane Hoyt Goldsmith, <i>Totem Pole</i>; Anna Egan Smucker, <i>No Star Nights</i>; Maria Cristing Brusca, <i>On the Pampas</i>; Allen Say, <i>How My Parents Learned to Eat</i>, Taro Yashima, <i>Crow Boy</i>, Elizabeth George Speare, <i>The Sign of the Beaver</i>, and Mildred Taylor, <i>The Friendship</i>. List how their lives are different from ours and discuss how your life would change if you moved to that culture. • As a project, make “Family Books,” based on research into families of other places. Some of the research may be carried out using the internet. • Start a classroom group. Determine a group mission, goals, and program, and describe what makes a good group member.

What All Students Should Know

What All Students Should Be **Able To** Do

Sample Learning Activities

groups? How do people become leaders? What is a good leader? (SS6; SS7)

7. What are an individual's **responsibilities** in different groups? (SS6; SS7)

8. Why do life's opportunities vary for different people? (SS4; SS6; SS7)

- Make a target-like figure with home in the bull's eye position, extending to neighborhood, city, county, state, nation, and world. Next, have students write in the names of specific groups to which they belong in appropriate places within the concentric circles. Once the figures are completed with all names, discuss what needs the **different** groups meet and what responsibilities are connected with each group.
- Name a common experience, such as celebrating a birthday, going to school for the first time, or playing with friends, and research how that experience is handled in other cultures.
- After reading Benny's Flag, which tells the story about the **young** Alaskan boy who designed the Alaskan state flag, which reflects Alaska's natural resources, culture, and identity, make a flag that has symbolic meaning for the classroom or community.
- Identify leadership qualities. Make a scrapbook of pictures of local business and civic leaders. Discuss what a good leader is and how people become leaders.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do people learn knowledge and skills in contexts of this and other cultures? (SS6; SS7) 2. How do people's needs, interests, roles, and responsibilities change as they get older? (SS6; SS7) 3. How do <i>social institutions</i> address human needs in this and other cultures? (SS6; SS7) 4. How do groups influence the thinking and behavior of their members? When is such influence consistent/inconsistent with the <i>common good</i>? What are examples of problems in this area? How should they be addressed? (SS1; SS2; SS6; SS7) 5. How do people learn to perceive people of other groups and cultures 	<p>As students address the Guiding Questions, <i>they</i> should use and refine the following skills:</p> <ol style="list-style-type: none"> a. develop questions to initiate and refine research (1.1) b. conduct research to answer questions, to discover patterns, and to evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (such as, documents, newspapers, videotapes, reference books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources (1.5; 1.7) e. apply acquired information and skills to different contexts (1.10) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations for a variety of purposes and audiences (2.1) h. exchange information and ideas while recognizing the perspectives of others (2.3) i. identify problems and define their scope and elements (3.1) 	<ul style="list-style-type: none"> • Have teams of students study different aspects of a culture, such as the language, family life, education, religion, and the arts, and report to each other what they found in their research. Make comparisons to their own culture. • Design and conduct a study to identify how groups influence the behavior of their members. Determine when such influences have socially positive or socially negative consequences, recommend ways of maximizing the positive and minimizing the negative, and dramatize and discuss findings with audiences of peers and adults. • Investigate and report the experiences of peoples in history who have been subject to stereotype and have suffered discrimination as a result of groups to which they belong. Videotape resources may be useful for this activity. Videos like <i>Eyes on the Prize</i> or videos showing stereotypes and discrimination in Nazi Germany may be useful for presenting concrete examples. Teachers may also elect to show the <i>Frontline</i> videotape <i>A Class Divided</i>, which shows a teacher engaging her students in an experiment about life in an environment of discrimination. (An excellent resource on stereotyping and discrimination is the magazine <i>Teaching Tolerance</i>, produced by the Southern Poverty Law Center.) • Based on an analysis of the actions and accomplishments of individuals who are leaders, generate a list of attributes important in leaders, apply that list to other leaders to determine whether those leaders possess those attributes,
<p>SOCIAL STUDIES 5-8</p>		

What All Students Should Know

What All Students Should Be **Able To** Do

Sample Learning Activities

in stereotypical ways? What are consequences of people learning stereotypes? (SS2; SS6; SS7)

6. How may membership in more than one group offer an individual personal benefits, but sometimes lead to dilemmas, such as conflicting loyalties or conflicting demands on time? (SS6; SS7)
7. What is leadership? In what variety of ways may it be exercised in groups? Why is it important in a democracy for all citizens to be prepared to assume leadership roles? (SS1; SS2; SS6; SS7)
8. How do social structures of different societies vary? What are causes and consequences? (SS2; SS6; SS7)

- j. develop, apply, and evaluate strategies used for solving problems (3.2; 3.4)
- k. examine problems and proposed solutions from multiple perspectives (3.6)
 1. analyze the responsibilities of individuals in groups (4.3)
- m. recognize and practice honesty and integrity in academic work (4.4)
- n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- o. identify and apply practices that preserve and enhance the safety and health of self and others (4.7)

and make improvements in the list of attributes based upon the analysis.

- Investigate the social structure of a particular society (i.e., the social class system and the extent of mobility across social class strata). Construct a social pyramid showing the relative size of the different classes and discuss implications of the social structure for the lives of the people within the culture and time.
- Interview people of different ages to compare the needs, interests, rights, and responsibilities of people in different generations. Identify issues faced by each age group and place those issues in appropriate places on graphs.
- Have students select careers that are of personal interest to them, identify which personal qualities are necessary for success in their chosen careers, and design plans for how to develop those qualities.

Grades **9-12**

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

- . How does getting older pose opportunities and challenges for individuals and give rise to social issues? How do individuals form into groups to address challenges they face? (SS6; SS7)
- . How do young people learn knowledge, skills, and values? How do cultures, subcultures, and groups shape people's thoughts and behavior? (SS6; SS7)
- . How do groups influence the thinking and behavior of their members? When is such influence consistent/inconsistent with the common good? What are examples of problems in this area? How may/should they be addressed? (SS1; SS2; SS6; SS7)

What All Students Should Be **Able To Do**

As students address the Guiding Questions, they should use and refine the following skills:

- a. develop questions to initiate and refine research (1.1)
- b. conduct research to answer questions, to discover patterns, and to evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate, select, and organize information (1.4)
- d. interpret information from sources (e.g., documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources (1.5; 1.7)
- e. apply acquired information, ideas, and skills to different contexts (1.10)
- f. organize information in ways that are useful for analysis and presentation (1.8)
- g. plan and make presentations for a variety of purposes and audiences (2.1)
- h. exchange information and ideas while recognizing the perspectives of others (2.3)
- i. identify problems and define their scope and elements (3.1)

Sample Learning Activities

- Observe a variety of groups in school and community, and interview people to determine what is expected of members of different groups. Based on analysis of the observations and interviews, describe how membership in the groups may serve positive functions for group members and society
- Investigate and compare the public education systems of this and another nation. Determine how the systems reflect the ideals and values of their cultures.
- Carry out an objective study of two or more of the world's major religions, locating on a map where those religions may be found and showing similarities and differences among the religions using a Venn diagram, T-chart, or other graphic representations. Hypothesize reasons for the similarities and differences.
- Plan and conduct a study of how the responsibilities, interests, and needs of people change as they get older. Describe social implications of those changing needs and determine how well organizations in the community are prepared to assist with them.
- Create a pamphlet for and about the community that identifies and describes opportunities for a quality living for senior citizens (or citizens of other ages).
- Focus study on a social institution in which senior high students are about to change roles or into which they will likely make transitions. Using a variety of sources, identify social issues that are transpiring in the institution,

What All Students Should Know

4. What moral, ethical, and legal obligations do people have toward one another in groups and society? How may membership in different groups lead to conflicting obligations? (SS1; SS2; SS6)
5. What is the function of leadership in groups and societies? How do styles of leadership vary? How may leadership be evaluated? (SS2; SS6; SS7)
6. What patterns of interaction are found among minority and dominant cultures in this and other societies? (SS2; SS6; SS7)
7. What consequences follow if a social institution becomes dysfunctional in meeting human needs? How well are a society's institutions fulfilling their social functions? (SS1; SS2; SS6; SS7)

What All Students Should Be **Able To Do**

- j. develop, apply, and evaluate strategies used for solving problems (3.2; 3.2; 3.4)
- k. examine problems and proposed solutions from multiple perspectives (3.6)
1. analyze the responsibilities of individuals in groups (4.3)
- m. recognize and practice honesty and integrity in academic work (4.4)
- n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- o. identify and apply practices that preserve and enhance the safety and health of self and others (4.7)

Sample Learning Activities

- and select one issue for in-depth study. Define the issue, propose alternative ways to resolve it, identify costs and benefits of the alternatives, and offer a tentative solution to problem. (This activity has been the basis for a course for second-semester seniors in Great Neck, New York, where students identify and study issues that are taking place at universities to which they have been accepted. The students use alumni magazines, campus newspapers, and interviews of students from those campuses as resources. Issues studied have included equity in admissions, race and gender relationships, and crime on campus.)
- Choose two nations in addition to the United States, and compare how moral, legal, and ethical obligations are addressed in the three nations.
 - Using extra-curricular activities at the student's high school, analyze the criteria for leadership roles in those activities. Through interviews with sponsors and student club officers, draw conclusions about leadership styles, responsibilities, and rewards, and present findings.
 - Create a graphic organizer to present information learned that pertains to any of the Guiding Questions of this strand. *USA Today* has clever graphic formats to offer ideas for such graphic organizers.

II.C How Do Individuals **Relate To** and Interact with Groups? (Historical Perspective)



K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How have social institutions changed over time? What factors contributed to those changes? What consequences have resulted from those changes? What issues have those changes created?
- How has the role of the individual and the concept of self within communities varied over time and from one **cultural** context to another?
- How have forces of conflict and cooperation and of change and stability interacted over time?
- How may an awareness of a group or nation's heritage contribute to self-identity and a sense of shared community?

This strand is an important one for citizens and students because human relationships and social *institutions change*, especially in modern times. The historical perspective is helpful for understanding features of present-day institutions by understanding how those institutions were created and how they have evolved. The historical perspective also helps people appreciate that the institutions of today will undergo changes in the future and, hence, one needs to incorporate thinking about what those changes might be in one's life **planning**.

With change come consequences, sometimes in the form of unpredictable ripple effects. Moreover, with consequences come new issues and social problems for society to address. Informed, responsible citizenship requires understanding changes in social institutions and relationships and skill and wisdom in addressing issues pertaining to those changes.

Grades K-4

Units and lessons at this level often **pertain** to the family neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons.</i></p> <ol style="list-style-type: none"> 1. How has family life changed in the community and Missouri? (SS2; SS6; SS7) 2. How may our family life be compared to that of other peoples we are studying in history? (SS2; SS6; SS7) 3. How has the introduction of new technologies changed the way people do things at home, school, playground, place of work, and community? What issues have those changes created? How are those issues being addressed? How should they be addressed? (SS2; SS4; SS6; SS7) 4. How can people learn about their heritage? (SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate historical research (1.1) b. conduct research to answer questions, make comparisons, and discover patterns and cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., timelines, stories, videotapes, books, and direct observations) (1.5) e. evaluate the accuracy of information and the credibility of sources (1.7) f. compare institutions and traditions of the past and present (1.9) g. apply ideas learned about change over time and skills to home, community, and everyday life (1.10) h. organize information in ways that are useful for analysis and presentation (e.g., time lines, charts, outlines) (1.8) i. plan and make presentations pertaining to historical developments (2.1) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Have each primary student create a book about one person: a grandparent, aunt, uncle or a friend who is much older. The book should be based on interviews and should focus on what life was like in childhood for the person about whom the book is written. • Read stories to primary students about children who lived in an earlier era, and have students compare the lives of those children to the lives of children today • Assume roles as historians and create a scrapbook of school events. • Invite senior citizens to class and interview them to learn about the past, discuss any artifacts they bring in, and compare life in the past to life in the present. • Construct a timeline to trace the events that led to Missouri statehood or some other historical event studied. • Collect historical fiction to make a lending library that helps students see the everyday comparisons of then and now. Have students check out books and advertise their favorite books by making bookmarks. • Create some type of comparison chart pertaining to daily living patterns of families in the early United States or Missouri. • Make a family tree or a family mobile. • Use childhood photographs or draw illustrations of oneself to make a history of oneself. Draw pictures to predict one's own future with life's changing responsibilities and roles.

What All Students Should Know

What All Students Should Be Able To Do

Sample Learning Activities

- k. recognize and describe problems/issues, develop strategies to help resolve them, and evaluate the strategies and solutions (3.1; 3.3; 3.4; 3.7; 3.8)
- l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)
- m. practice academic integrity by citing sources when ideas of others are used and by taking ownership of one's own ideas (4.4)

- Create a sequence chart showing technological advances (transportation, industrialization, household appliances, computers, etc.) and the effect they have had on everyday life.
- Compare family life of today to family life of some time in the past.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons.</i></p> <ol style="list-style-type: none"> 1. How have social <i>institutions</i> changed over time? (SS2; SS6; SS7) 2. How have changing technologies affected social institutions and the ways by which people communicate and interact with each other? (SS2; SS4; SS6; SS7) 3. How have changing ideas, beliefs, and <i>values</i> impacted on social institutions and upon interactions among individuals and groups? (SS2; SS6; SS7) 4. How has belief in the dignity and importance of the individual changed over time in this and other cultures? (SS1; SS2; SS6; SS7) 5. How have the United States and other nations been modified by immigration and internal migrations? (SS2; SS6; SS7) 6. In this and other eras, what issues have been created by changes in 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine historical research (1.1) b. conduct research to answer questions, make comparisons, and discover patterns and cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information of relevance for historical inquiry (1.4) d. interpret and interrogate information from primary and secondary historical sources, comparing different accounts and perspectives on the same topic (1.5) e. evaluate the accuracy of information and the credibility of sources (1.7) f. compare the institutions and traditions of past and present societies (1.9) g. apply acquired information and skills to different contexts (1.10) h. organize information in ways that are useful for analysis and presentation (e.g., timelines, chronologies, flow charts, <i>T-charts</i>, outlines, etc.) (1.8) i. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) 	<ul style="list-style-type: none"> • Based on research, create newspaper front pages from different periods of history that show how changes in technology have changed the way people live. • Take a topic (a type of building, a religious idea, or a value like freedom) and trace its development through periods of history studied, communicating findings by chart, timeline, poster, or booklet of illustrations. • Make a graph or map showing the numbers of people from specific geographic regions that have immigrated to the U.S. during different eras. • Communicate by poster or other means how families of today are different from families of one hundred years ago. • Make a database pertaining to the sequence of conflicts and cooperative efforts between (a) Europeans and Americans of European ancestry and (b) Native Americans from the time of Columbus to the present. • Using a variety of sources that go beyond standard textbooks, research holidays like Columbus Day or Thanksgiving Day to determine the accuracy of commonly-held depictions of the events to which those holidays pertain. • Based on interviews of family members and other research, make a crest with each section of the crest representing a different aspect of the family's history

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>social institutions and in patterns of interaction among individuals and groups? What is their significance? (SS2; SS6; SS7)</p> <p>7. What is the heritage of a person, community, or society? Why is it important to understand and preserve it? (SS6)</p>	<p>j. review and revise communications to improve accuracy and clarity (2.2)</p> <p>k. exchange information, questions, and ideas, seeking to understand the perspectives of others (2.3)</p> <p>l. recognize and describe problems/issues, develop strategies to help resolve them, and evaluate the strategies and solutions (3.1; 3.3; 3.4; 3.7; 3.8)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. practice academic integrity by citing sources when ideas of others are used and by taking ownership of one's own ideas (4.4)</p>	<ul style="list-style-type: none"> • Based upon study of a variety of sources, dramatize why people came to the United States during different historical eras and how they were received. • Find examples of the <i>human-built heritage</i> of the local community, analyze those examples and use them to draw inferences about life in the community in earlier times. • Observe television programs with settings in the past, infer details about life in the past from the programs, and research the accuracy of those details.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt</i> the Guiding Questions listed below, as appropriate, for use in their courses.</p> <ol style="list-style-type: none"> 1. How have major social <i>institutions</i> changed over time? What were causes and results of those changes? (SS2; SS6; SS7) 2. How have conceptions of the individual's role in society varied and changed over time? (SS2; SS6; SS7) 3. How have new technologies in such areas as communication, transportation, industrial production, and agriculture contributed to social change and given rise to new issues? (SS2; SS4; SS6; SS7) 4. How have the actions of leaders changed social structures, institutions, and relationships among groups within societies? (SS2; SS6; SS7) 5. What factors have led to change in patterns of cultural diversity and 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine historical research (1.1) b. conduct research to answer questions, make comparisons, and discover and evaluate patterns and cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information of relevance for historical inquiry (1.4) d. interpret and interrogate information from primary and secondary historical sources, comparing different accounts and perspectives on the same topic (1.5) e. evaluate the accuracy of information and the credibility of sources (1.7) f. compare the institutions and traditions of past and present societies (1.9) g. apply acquired information and skills to different contexts (1.10) h. organize information in ways that are useful for analysis and presentation (e.g., timelines, chronologies, flow charts, <i>T-charts</i>, outlines) (1.8) i. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) 	<ul style="list-style-type: none"> • Beginning with the ancient Greeks, research different philosophies regarding the role of the individual in society. Seek art work or draw cartoons that reflect those different philosophies and ask other students to match the art work or cartoons to the philosophies. • Investigate how some other cultures use calendar systems different from ours and address a question such as this: "What was the cultural impact of the shift from the use of the sun and moon for time keeping to the use of mechanical clocks?" (See David Landes, <i>Revolution in Time: Clocks and the Making of the Modern World</i> for one source on the topic.) • Based on research, explain the contributions of a famous person to his or her nation and society. What opposition, if any, did the person encounter? Why was change resisted? Such ideas may be presented in different ways, e.g., in grave stone inscriptions, eulogies, or mock trials. • Drawing upon varied resources, make a collage showing the contributions to society of one or more religious, racial, or ethnic groups. • Select an old building of special interest and call or write the Historical Preservation Program of the Missouri Department of Natural Resources (314-751-5365; P.O. Box 176, Jefferson City, MO 65102) to inquire whether the program has a file on the building. If it does, it can share the file with you. If it does not, the program can send an eligibility packet, which includes special forms to be filled

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>relationships in this and other societies? What have been the consequences and resulting issues? (SS2; SS6; SS7)</p> <p>6. How have forces of conflict and cooperation interacted over time, and with what consequences? (SS2; SS6; SS7)</p> <p>7. What aspects of one’s heritage — family, local, national, world — are important to understand and preserve? Why? How? (SS6; SS7)</p>	<p>j. review and revise communications to improve accuracy and clarity (2.2)</p> <p>k. exchange information, questions, and ideas, seeking to understand the perspectives of others (2.3)</p> <p>l. recognize and describe problems/issues, develop strategies to help resolve them, and evaluate the strategies and solutions (3.1; 3.3; 3.4; 3.7; 3.8)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. practice academic integrity by citing sources when ideas of others are used and by taking ownership of one’s own ideas (4.4)</p>	<p>out and returned. The program will then reply on whether the building is eligible to be placed on the National Register of Historic Places. (In conducting research into a building, students may contact local building preservation societies, if they exist, or city, town, or county historical societies.)</p> <ul style="list-style-type: none"> • In whatever history is being studied (e.g., U.S., world, Missouri), trace consequences of inventions and technologies and analyze the social costs and benefits. • Investigate how life in the local community reflects influences from different cultures, and present findings using such means as video, booklet, essay, or poster. • Research everyday life of a particular time period, and create a picture book with text for younger students. • Seek works of art (i.e., paintings, musical compositions, novels) that depict social problems of the eras in which they were created, and conduct research into those works to find out what motivated the artists to create them and how the artists expressed themselves. Communicate findings to classmates. Optional extension: Create a work of art in the style of an artist that depicts a social problem that would likely have been of concern to the artist.

II.D How Do Individuals **Relate To** and Interact with Groups? (Economic Perspective)



K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- What are human economic wants?
- What economic institutions have people created in order to produce goods and services; facilitate trade, savings, and investments; and make corrections in efforts to prevent and resolve economic problems?
- How do economic institutions use natural resources, human resources, and capital resources **in** producing goods and services?
- Why and how do economic institutions increase their productivity?
- How in market economies are consumers, producers, and savings/investment institutions interdependent?
- How do economic incentives influence human behavior?
- Why and how do economic systems differ in their organizations, processes, and performances?

People have a wide variety of wants. Economic wants are those human desires that can be **fulfilled** through the production of goods and services. They include food, clothing, shelter, medical care, entertainment, and **leisure-time** activities at the personal/family level and highways, police protection, and national defense at the public level. People must make economic choices because of the circumstance of scarcity (i.e., human wants are relatively unlimited, whereas resources are relatively limited). Hence, people must invest much of their time and other resources in producing goods and services and in trading what is produced.

This strand focuses on the institutions people have created to help meet their economic needs, on the resources those institutions need for production, and on how those institutions are interrelated. This is an important strand for students and the citizenry to understand. Because every family has economic wants, every family faces the challenge of fulfilling the wants of its members in order to attain a decent quality of life. Moreover, a challenge facing the citizenry is to help its communities and society have in it those conditions conducive to a high standard of living for this generation and those to follow. The challenge is a major one, because people as consumers, producers, and voters make economic decisions which have consequences, sometimes profound for the long run.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. Why do people have <i>economic wants</i>? Why do different people have different economic wants? (SS4; SS7) 2. How do individuals and businesses use natural resources, human resources, and capital resources to produce goods and services in order to satisfy people's <i>economic wants</i>? (SS4; SS7) 3. How can people increase their <i>productivity</i>? (SS4; SS7) 4. Why do producers and consumers engage in <i>trade</i>? (SS4) 5. What is money? How does trade using money compare to trade by barter? (SS4; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research, including field investigations, to answer questions and determine patterns and cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., stories, videotapes, reference books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. apply economic information, concepts, and principles to home, community, and everyday life (1.10) g. organize information in ways that are useful for analysis and presentation (1.8) h. plan and make presentations (2.1) i. exchange ideas in class discussions (2.3) j. recognize and practice honesty and integrity in academic work (4.4) k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) 	<ul style="list-style-type: none"> • With primary students, explore the choices children have in the school store or in the school supply section at a local store. Have students justify their choices with regard to what they would buy with a given amount of money, such as \$1.00 or \$5.00, and discuss how wants and costs influence economic decisions. • In a primary classroom, bake something like bread that requires a multi-step production process. List the resources used and make a flow chart to illustrate the steps of production. Include in the flow chart the human resources needed, such as farmers, food processors, grocers, truck drivers, etc. • Using cut-out catalog pictures, sort pictures of gifts to give to different people and discuss why the wants of different people vary. • Survey older and younger students and compare what they define as their school needs. Discuss reasons for the differences. • In a sorting game distinguish between goods and services. • Following a classroom auction activity where students have different amounts of play money, examine how economic wants vary as some people have more money than others. Compare to similar situations in the adult world. • When producing goods or services in a classroom simulation or when observing the production of goods and services in the local community, identify the different resources needed for production and distinguish among human, natural, and capital resources.
<p>SOCIAL STUDIES K-4</p>		

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>6. What are the functions of such economic institutions as businesses, households, and banks? (SS4; SS6; SS7)</p>		<ul style="list-style-type: none"> • Have students explore the idea of increasing productivity in the following manner: First have them independently produce some paper product using no scissors or glue. Second, ask them how they as a group could produce a larger quantity of the product. They may suggest changing the production process by having each student specialize in one aspect of the production, creating an assembly line. They may also suggest using labor-saving devices like scissors, stapler, and pre-fab parts. Third, have students produce the product using the ideas they suggested. Fourth, have students discuss how their productivity improved and have them draw as many conclusions as they can about consequences of increasing productivity by the methods they used. Finally, have students look for examples in their community on how productivity has been or could be improved in various businesses. • Interview a banker, a small business person, or a corporate business person to determine what the functions of their respective institutions are, and communicate findings using a Venn diagram to demonstrate overlaps and individual uniquenesses.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. They should also adjust verb tenses depending upon whether the content students are studying pertains to history or current events.</i></p> <ol style="list-style-type: none"> 1. How do economic wants vary among individuals and provide an incentive to earn incomes? How do households earn incomes? (SS4; SS7) 2. How do businesses use natural resources, human resources, and capital resources in technologies to produce goods and services? How have production technologies changed over time? (SS2; SS4; SS7) 3. How can individuals and businesses increase productivity through investments in human and capital resources? What incentive is there to increase productivity? What consequences result from decisions pertaining to productivity in specific cases? What are the benefits, costs, and risks? (SS4; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. plan and conduct research, including surveys and field investigations, to answer questions, determine patterns, and evaluate cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., news media, videotapes, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. use economic information, concepts, and principles to analyze events in everyday life (1.10) g. organize information in ways that are useful for analysis and presentation (1.8) h. plan and make presentations (2.1) i. review and revise communications to improve accuracy and clarity (2.2) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • In an analysis following participation in an economic simulation such as <u>Starvower</u>, describe the incentives that motivated individuals to buy, sell, or hold economic goods. • Identify and interview local entrepreneurs to learn what types of decisions they have made regarding investments in human and/or capital resources, the risks entailed, and the costs and benefits of the decisions. Predict how consequences would have been different had different decisions been made. • Discuss processes required to produce and serve hamburgers in a fast food restaurant. Then, observe a fast food restaurant in operation to note what strategies the restaurant uses to produce and serve hamburger with a high level of productivity. Report findings in a creative way. • In order to study the relationship between consumers and businesses, have students set up a store to sell goods and services. In the process, they will do market research, produce, advertise, and sell. • Investigate what skills businesses are seeking in their employees by studying want ads in newspapers and other sources. Describe why those skills are needed, and predict probable consequences if businesses cannot find people with those skills. In addition, determine what type of education and training is needed to obtain the requisite skills, and identify the costs, benefits, and risks of obtaining that education and training.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>4. What incentives do households and businesses have to interact with each other? Why and how- do households supply businesses with resources they own that businesses need, such as labor, land, and savings? Why and how do businesses decide to produce goods and services households demand? (SS4; SS6; SS7)</p> <p>5. What incentives do individuals, businesses, and nations have to engage in trade? What are the costs and benefits of engaging in trade as opposed to trying to be self-sufficient? (SS4; SS6; SS7)</p> <p>6. What are the functions of such economic institutions as households, businesses, banks, insurance companies, and stock markets? How may everyday economic practices be explained. (SS4; SS6; SS7)</p> <p>7. What factors help to explain why some people and nations are more productive than others? (SS2; SS4; SS5; SS6; SS7)</p>	<p>k. predict consequences of people's economic behavior, and assess costs, benefits, and other consequences (3.8)</p> <p>1. recognize and practice honesty and integrity in academic work (4.4)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<ul style="list-style-type: none"> • Have each student list twenty imported products found at home or school. Discuss how their lives would be different if those products were not available. • Investigate how a major economic institution, such as bank, stock market, or insurance company, serves individuals, households, and businesses. In panel discussion or through poster or some other means communicate information about the institution. • Define these forms of businesses ownership: proprietorships, partnerships, and corporations. Then, survey local business people to find examples of each form of ownership and learn why the businesses are using their current forms of ownership. Present findings to classmates. • Dramatize how everyday economic practices are carried out, following which answer questions posed by classmates. (Kinds of economic practices to be presented may include: using checks as well as coins and cash for money; using money or credit cards when buying goods and services; paying wages for labor; receiving interest for money saved or loaned; paying interest for money borrowed; earning a profit; etc.)

Grades **9-12**

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for USE in their courses.</i></p> <ol style="list-style-type: none"> 1. Why do household economic wants provide an incentive to earn incomes? What consequences follow when a household's income is high or low? (SS4; SS6; SS7) 2. How is people's behavior affected by economic conditions? (Such conditions may include relative differences among: prices and quality of goods and services; wages of different jobs; interest rates charged on loans; interest rates paid on savings accounts, and probable risks with regard to profit-making enterprises.) (SS4; SS6; SS7) 3. How have changes in production technologies affected demand for natural, human, and capital resources? (SS2; SS4; SS7) 4. Why and how do individuals, businesses, and nations strive to increase productivity? What are the benefits, costs, and risks in specific cases? (SS2; SS4; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. plan and conduct research, including surveys, field investigations, and library research, to answer questions, determine patterns, and evaluate cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., news media, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. use economic information, concepts, and principles to analyze events in everyday life locally and in other places. (1.10) g. organize information in ways that are useful for analysis and presentation (1.8) h. plan and make presentations (2.1) i. review and revise communications to improve accuracy and clarity (2.2) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Collect and categorize newspaper articles and advertisements that pertain to economic incentives, such as interest rates, wages, and prices, and make predictions. Determine whether the advertisements appear to be targeted to specific groups. • Research the components of a commonly-used product, their sources, and the method(s) of production. Then, develop an annotated map showing this information and illustrating the interconnectedness of economic activity. • Interview local employers, business people, parents, and workers in order to develop profiles of various jobs or careers, job opportunities, and remuneration as related to the local standard of living. Present information to fellow students to help them develop career plans. • Investigate the economic futures of "high profile" jobs that students find attractive. Investigate such matters as opportunity costs, earning potential, probability of getting hired, and job security. Present results graphically to the student population with assistance from the school guidance department. • Compare economic systems, such as those of the United States, Japan, and Russia, in order to determine to what extent differences in economic systems reflect differences in cultures. Optional Extension: Investigate how the systems are changing and how they relate to each other.
<p>SOCIAL STUDIES 9-12</p>		

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. For (a) localities and (b) nations, what consequences follow when business demand for human, natural, and capital resources increases or declines? What consequences follow when household demand for goods and services increases or declines? (SS2; SS4; SS6; SS7)</p> <p>6. What are the functions of economic institutions? (The institutions may include households, businesses, labor unions, banks, insurance companies, stock markets, not-for-profit organizations, and multi-national economic organizations, such as the E.E.C., N.A.F.T.A., and O.P.E.C.) (SS2; SS4; SS6; SS7)</p> <p>7. How do a culture’s values, beliefs, institutions, and patterns of behavior impact on the nature and functioning of its economic system? How does the economic system impact upon the culture? (SS2; SS4; SS6; SS7)</p> <p>8. What are the <i>opportunity</i> costs for a nation to specialize in producing one line of products (e.g., bananas) rather than another (e.g., wheat)? Why do nations produce goods and services for which they have a <i>comparative advantage</i> and trade for products for which they have a comparative disadvantage? What consequences follow when governments impose barriers to trade? (SS4; SS7)</p> <p>9. How can changing economic conditions in one nation affect economic conditions in other nations? (SS4; SS6; SS7)</p>	<p>k. predict consequences of people’s economic behavior; and assess costs, benefits, and other consequences (3.8)</p> <p>l. recognize and practice honesty and integrity in academic work (4.4)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. explore and prepare for educational and job opportunities (4.8)</p>	<ul style="list-style-type: none"> • Conduct a case study of a multi-national economic organization to determine its purpose(s), its membership, its actions, and the influence of its actions. Evaluate the organization from different perspectives, i.e., from that of its members, the United States, and other nations. • Illustrate how changing prices of a product in demand affects opportunity costs attached to purchasing that product. • Present students with case studies of families that have different incomes, different numbers of family members, and other different circumstances, such as the extent of indebtedness. Then, have them devise budgets for their families, and predict how the budgets could be affected by different contingencies. • Create an economics board game with cards to draw and markers to move. The game should depict problems that businesses face, insert contingencies, involve players in making decisions, and reveal consequences of the decisions.

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

K-I 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do characteristics of *culture* affect how people live and how they perceive and interact with geographic settings?
- How are cultures distributed spatially? What are their characteristics?
- How do cultures interact with one another?
- How do geographic factors affect relationships among people and groups?

The world in which we live is composed of people distributed in different regions all over Planet Earth and influenced by the cultures of those regions. The groups to which individuals belong are shaped by the cultures in which those groups are found. We here use the term “culture” to denote a people’s way of life — their social structure, belief system, values, language, institutions, technologies, arts, foods, and traditions. In this strand students study the locations of different cultures, how those cultures interact with their environments and how those cultures interact with one another. Without such understandings, citizens would be in a poor position to understand the dynamics of the contemporary world. Such understandings have become increasingly important in this age of instant communication, rapid transportation, and economic connections.



Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do a <i>region's</i> physical characteristics (flora, fauna, terrain, weather, etc.) and culture affect one another? (SS5; SS6; SS7) 2. How do a <i>culture's</i> characteristics influence the lives and activities of its children and adults? (SS5; SS6; SS7) 3. Where are different cultures located in the world? What are important features of those cultures? How are those cultures similar to and different from the student's culture? (SS5; SS6; SS7) 4. How and why do people of different cultures perceive and relate to their regions in different ways? How and why do different people of the same culture perceive and relate to their regions in different ways? (SS5; SS6; SS7) 	<p>As students address the Guiding Questions, they should use and refine the following skills</p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research to answer questions and discover patterns and relationships (1.2; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., maps, graphs, statistics, stories, videotapes, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of its sources (1.7) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations (2.1) h. exchange ideas in class discussions (2.3) i. use geographic concepts, information, and ideas in interpreting everyday life, as well as past and present human experiences (1.9) j. recognize and practice integrity in academic work (4.4) 	<ul style="list-style-type: none"> • Make a map of the school and show how different parts of the facility are used for different purposes. • Make a quilt of the states in different <i>regions</i> of the United States. Place symbols in each state representing major aspects of the state's physical geography or culture. • In a primary classroom, make a paper quilt that shows the different clothing (or food) items of various cultures around the world. Draw conclusions about geographic location and clothing (or food). (Caution: factors of culture, not just physical geography, influence what people wear and eat.) • Make one or more murals to show how people of one or more cultures have responded to geographical conditions where they live. • Read Lois Lenski's book <i>City Poems</i>, which is about the symbols and imagery evoked by urban communities. Draw visual images of city communities that Lenski's words elicit and explain how city landscapes affect the people's lives. Predict how other landscapes affect people's lives. • Study Native American adaptations to the environments of their regions prior to the influx of European and American settlers. Make a large U.S. map and place illustrations of the types of homes, food, and clothing in appropriate regions on the map. Compare to present-day adaptation in the same environments by people with different cultures. Draw conclusions about the form and function of the adaptations in relation to their location.

What All Students Should Know

5. What is similar and different among cultures around the world that exist in similar latitudes? (SS5; SS6; SS7)

What All Students Should Be **Able To** Do

Sample Learning Activities

- Make a graphic presentation showing resources of a city (e.g., water, minerals, natural beauty, production facilities, people). Explain how those resources are used or preserved in this and other cultures.
- Clip news articles that demonstrate geographic land use and adaptations of various groups. Analyze how geographic problems were solved. Evaluate adaptations to and modifications of the geographic settings.
- Use maps showing such items as population density, climates, languages, religions, and resources to draw inferences about physical and cultural characteristics of *places*.
- *While* studying other cultures, examine how features of the cultures influence occupational choices.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should also adjust verb tenses depending upon whether the content students are studying pertains to <i>history</i> or <i>current events</i>.)</p> <ol style="list-style-type: none"> 1. Where may different cultures be found? What are examples of well-known <i>cultural symbols</i> for specific places and regions? (SS5; SS6; SS7) 2. How does culture influence how people perceive the environment, where they settle, how they use the land, and how they define and use other natural resources? (SS5; SS6; SS7) 3. Why do people vary in their perceptions and evaluations of places? (SS5; SS6; SS7) 4. What consequences follow from how cultures use their physical environments? How should those uses be evaluated? (SS5; SS6; SS7) 	<p>As students address the Guiding Questions, they should use and refine the following skills:</p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, evaluate information and ideas, and discover patterns and relationships (1.2; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., maps, graphs, statistics, photographs, landscape paintings, videotapes, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of its sources (1.7) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations (written, oral, and visual) for a variety of purposes and audiences (2.1) h. review and revise communications to improve accuracy and clarity (2.2) i. exchange information, questions, and ideas in class discussions while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Identify evidence of the varied cultural traditions that families have brought with them into the local community. Show findings in any of a variety of audio-visual ways. • Analyze different types of music found in this nation and determine cultural influences on that music. • Make a collage showing positive contributions to American culture from various immigrants and immigrant groups. • Create brochures describing different regions of the world or of the United States and highlighting well known cultural symbols for the regions. • Compare the varied ways two different cultures have used similar settings; evaluate consequences. • Based on examination of photographs, reproductions of landscape paintings, and other sources, describe the influence of culture in how people use the land. (Even in the same settings, people of different cultures use land differently. For example, compare how Native Americans and European-American farmers used the Great Plains.) Conclude the activity by answering the question, “How does culture affect the way people use land?” • Study maps to draw inferences. For example, study a map showing the migration routes of various people at various periods of history to offer reasons for migration and why certain routes were followed.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. What are examples and results of cultural interactions? Why do features of one culture sometimes become assimilated into another culture, often changing in the process? (SS5; SS6; SS7) *</p>	<p>j. analyze and evaluate human actions, considering costs and benefits and the effects of those actions upon people and the environment (3.8; 4.3)</p> <p>k. use geographic concepts, information, and ideas in interpreting everyday life, as well as past and present human experiences (1.9)</p> <p>l. recognize and practice integrity in academic work (4.4)</p>	<ul style="list-style-type: none"> • Compare two cultures with regard to how they view time, space, structure, individualism, formality, occupations, and the natural environment. • Compare the sport of baseball in Japan with the sport of baseball in the United States in order to learn how differences in culture affect activities that appear to be very similar. • Based on study of a cultural region, predict how one's own life would be different if he or she were to move to that region. • Investigate this question using a variety of strategies and resources: How do occupational choices affect where people reside?

Grades **9-12**

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do <i>geographic factors</i> affect the characteristics of a <i>culture</i>? (SS5; SS6; SS7) 2. How have cultures and their technologies affected the physical features of a region? How are those effects to be evaluated? (SS5; SS6; SS7) 3. How does a person's stage of life, class, ethnicity, values and beliefs influence his or her perceptions and evaluations of geographic settings? (SS5; SS6; SS7) 4. How is a person's personal and cultural identity influenced by where he or she lives? (SS5; SS6; SS7) 5. How have geographic factors been causes for human conflict and cooperation? (SS5; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, evaluate information and ideas, and discover patterns and relationships (1.2; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., maps, graphs, statistics, photographs, landscape paintings, videotapes, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of its sources (1.7) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations (written, oral, and visual) for a variety of purposes and audiences (2.1) h. review and revise communications to improve accuracy and clarity (2.2) i. exchange information, questions, and ideas in class discussions while recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Compare social features of two island cultures, such as their economies, governments, standards of living, and religions, and assess the extent to which physical features shaped the cultures. • Identify architectural features of a particular culture or nation and examine how those features were adapted to other geographic settings (e.g., English, Spanish, and Dutch architecture adapted for physical settings of the Americas in the 1600's and more recently). • Investigate the problem of water shortage in the United States Southwest by assessing the historical impact of Hoover Dam on the environment and projecting its potential for meeting a growing population's needs for water and electricity. Present findings in mock hearings of state councils in the region, which are committed to business development. • Conduct research on individuals, such as Jacques Cousteau, Rachel Carson, John Muir and Theodore Roosevelt, who strived to make a difference in solving problems which are threats to the environment. Evaluate their approaches to the problems and the extent of their successes. • Evaluate the social and environmental consequences of human decisions that resulted in substantial modifications of the environment. • Analyze how Marco Polo's journeys and the subsequent trade they generated affected European culture in the Middle Ages, or analyze how Christopher Columbus's

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>6. How may cultural regions be compared to one another? What issues, crises, and opportunities do regions face? (SS5; SS6; SS7)</p>	<p>j. analyze and evaluate human actions, considering costs and benefits and the effects of those actions upon people and the environment (3.8; 4.3)</p> <p>k. use geographic concepts, information, and ideas in interpreting everyday life, as well as past and present human experiences (1.9)</p> <p>l. recognize and practice integrity in academic work (4.4)</p>	<p>journeys and the subsequent trade they generated affected cultures in Europe, the Americas, and Africa.</p> <ul style="list-style-type: none"> • Read poetry and examine art from another culture to gain insights into how people from that culture perceive and evaluate their environment. • Choose a career and decide what would be the best location in which to reside based upon job market demand, personal lifestyle, cultural background, etc. • Obtain city grids from various eras and examine changes in those grids in order to draw inferences on how life in the city has changed over time.